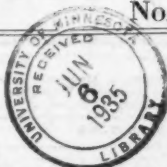


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FEBRUARY, 1933

No. 8



# Agricultural Education



*William B. Searson, South Carolina, F. F. A.  
Public Speaking Winner, 1932,  
at Kansas City*

*"Ideals cannot be abstracted from activities. When they are so abstracted they fail to function in conduct."—W.W.Charters.*

# EDITORIAL COMMENT

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

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## RAY FIFE PRESIDENT AMERICAN VOCATIONAL ASSOCIATION

AGRICULTURAL education was honored at the recent A. V. A. meeting in Kansas City when Dr. Ray Fife, State Supervisor for Ohio, was elected president of the Association for 1932-33. Our readers are aware that Dr. Fife is a member of the Editing-Managing Board for this magazine. As a member of the A. V. A. legislative committee he has established an enviable record. We owe him much. If you have not done so, read his editorial on "Our Recent Crisis" in the November issue of AGRICULTURAL EDUCATION. Dr. Fife was elected vice-president of the A. V. A. in 1930, representing Agricultural Education. We are happy that he, as one of our number, has been elected president of our national association.—C. H.

## WHICH WAY ARE WE FACING?

WHICH way are we facing in vocational education in agriculture? The important thing is not the place we started from nor how far we have gone but the direction in which we are facing. This is true because we will go in the direction we face. For a year now, hundreds of teachers, teacher trainers, and supervisors have been worrying, fearing that vocational agriculture may be done away with. They face in this direction.

When Job said, "The thing which I greatly feared has come upon me," he was expressing a psychological law. We know that the things we fear most, we are really pursuing by our fear of them. By predicting them and visualizing them, we are attracting them, and when we do this, we are turning our backs upon the very things we wish for most.

The writer is not trying to make the point that there is nothing to fear, that there should be no fear. Nearly always, when there is no fear there is danger. He does believe, however, that we will go further and faster in the right direction if we talk more in terms of positive, whole-hearted enthusiastic accomplishment. Let us beware of losing our enthusiasm. There is grave danger lest teachers become obsessed with fear and worry, a form of fear. Fear will change a positive, creative mental attitude into a non-productive, negative one; this is fatal to achievement. Fear benumbs initiative. It paralyzes efficiency. It depresses, suppresses, strangles. It kills confidence and causes indecision; makes us waver, afraid to begin things, suspect, doubt. It is a great leak in power. If a man fears and worries, he incapacitates himself from doing his best. Nothing enduring, nothing permanent or solid can be built with nightmare fears in the mind.

Many fail by constantly wondering how they will finally come out. This constant questioning of the outcome of things, this doubt, is fatal to performance. It

causes men to do their jobs in a half-hearted manner, which may make the difference between success and failure. The difference between half a heart and a whole heart is often the difference between signal defeat and splendid victory. Are we facing the right way? As a man expecteth so is he. Instead of looking down and expecting the worst, let us look up and anticipate the best. There is no reason why we should fear or worry, if all of us render the service expected. Let us do our level best, be enthusiastic, and have faith.—C. H.

## KEEPING AT IT

PUERTO RICO is an island of inspiring scenic beauty.

Not the least of the attractions of the Island is the ocean whose shore line offers many miles of wonderful scenery. To me this affords a never ending source of interest. I love to watch the waves come in. Sometimes they are high and wild; at other times they are small and peaceful. But always, there are waves of one kind or another, beating restlessly and incessantly on the rocky reefs or the sandy shore. They never let up. They keep everlastingly at it, year in and year out, century in and century out. Theirs is seemingly an endless job.

By this time you are probably asking what all this has to do with vocational agriculture. I like to think of our objectives in vocational agriculture as the mountain peaks. "Better farms and better farmers" should tower high on our educational horizon like El Yunque, or Tres Picachos. We need to keep these and other worth while aims in view while we plan ways and means of attaining our goal.

And down at the bottom of the whole program, like the ocean on the shore, is the teacher of agriculture, keeping everlastingly at the job of making better farms and farmers. Some of us need more of those qualities of perseverance, initiative, and aggressiveness. For a while the "waves are beating high." We have our work up to date. We have learned to organize our work, to plan our lessons, to analyze the farm jobs, and to teach—not merely hold classes. But things somehow won't "stay put." As soon as we begin to coast—to rest on our oars—work immediately begins to get behind, and someone else who has been keeping at it gets ahead. There is an important lesson here for every teacher of agriculture. Just as "eternal vigilance is the price of liberty," so continuous and consistent effort is the price of success in our work. Do you as a teacher of agriculture possess that one simple characteristic of the ocean, "keeping at it?"—H. W. Sanders

## A BROAD PROGRAM OF SUPERVISED PRACTICE

IF I were an artist, I would picture a structure with a solid foundation, representing my long and short-time program of work, built on boy and community needs.

On this I would build my walls, the parts of which would represent my project program. I would cement these parts together with my daily teaching program, and to prevent their falling apart I would cover this with a roof representative of my program of project supervision. Through this roof I would want a chimney pouring out heavy smoke. This, I would want to typify my burning enthusiasm of my belief in the boy's supervised practice program, since I would not expect any more from him than was evidenced by me.—E. O. Bolender, Ohio.

## VOCATIONAL GUIDANCE ASSOCIATION MEETING

THE annual convention of the National Vocational Guidance Association will be held in Minneapolis, Minnesota, February 23, 24, 25.

The convention theme will be: "Vocational Guidance in a Planned Society." Discussion will center around such topics as: "The Organization of Economic Life in America;" "Distribution of Workers in Occupations;" "The Place of Vocational Guidance in Education for the Future." These topics will be presented by leaders in economics, sociology, and education.



# Professional



## The Contributions of Werrett Wallace Charters to Education

WILBUR F. STEWART, Department of Agricultural Education, Ohio State University

"I SUPPOSE I should be classed as a disciple of Dewey because I studied under him during his last three years at the University of Chicago. From these contacts I gained one central idea which has defined my interest and effort in the field of education. This idea may be expressed simply in these words: There is a powerful relationship between function and structure. Consequently my interest has been rather consistently directed to the analysis and exploration of the concept of function in its bearing upon educational problems and processes." In this statement Dr. Charters implies the source of his philosophy of education, and reveals the core of his procedure in his renowned contributions to curriculum building.



Wilbur F. Stewart

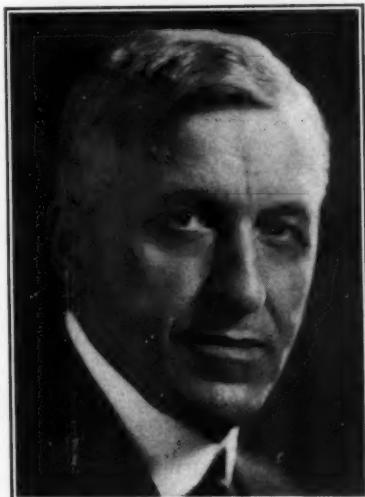
Upon completion of his graduate work at the University of Chicago in 1904, Dr. Charters became interested in applying the functional point of view of methods of instruction. The fundamental principle which dominates his efforts is, as quoted above, that all instruction should be organized around function and structure; around individual needs and means of satisfying them. His intensive pushing of this idea bore fruit in his first book *Methods of Teaching* which appeared in 1909 from the University of Missouri where Dr. Charters served as Professor of Education (1907-1917) and Dean of the School of Education (1910-1917). In the preface he sets forth his justification of the functional point of view in teaching which at that time had not been applied to instructional and curriculum theories.

"The point of view from which the problems of teaching are discussed in this text is a functional one. It presupposes that all subject-matter has been created and preserved by the race to satisfy needs and solve problems, and that in the schools such parts of this subject-matter as satisfy the most fundamental needs are taught to pupils. Rather, in the main, any unit of subject-matter is best presented when the need for whose satisfaction it is preserved is potentially or actually present in the experience of the pupils. In accordance with this view, the intrinsic function and the structure of units of subject-matter become of prime importance, involving a phase of methods

of teaching to which relatively little attention has been paid in pedagogical literature.

"Subject-matter originates when some need, problem, dissatisfaction, or difficulty occurs. It is a way of acting in the attempt to satisfy needs, solve problems, remove dissatisfactions, and overcome difficulties. Its function, then, is to solve problems, satisfy needs, and overcome difficulties. Or, in terms of the function of teaching, we may say that its function is to give us appreciation and control of values. For, when we fail to control values, a problem or need arises, and subject-matter, by solving the problem or satisfying the need, gives us the desired control.

"... much of present teaching is dominated by the principle of formal



Werrett Wallace Charters

discipline, and little attention is paid to the specific problems and needs which each unit of subject-matter is supposed to control."

Concerning the place of structure in the teaching situation, he states his position thus: "When there is some need to be satisfied, subject-matter is created or an attempt is made to create subject-matter which will satisfy the need. It is, of course, obvious that this subject-matter must be organized in some way, and the more logically the better. A structure is defined as an organization of parts or elements constructed for the purpose of fulfilling some function. Structure bears the same relationship to function that the parts in an outline do to the 'topic' or the statement of the function."

*Methods of Teaching* was followed by *Teaching the Common Branches*, his best seller, first published in 1913, in which he approaches the teaching of each of 14 common subjects from the functional point of view. Each subject is approached by such questions as, "What is its use, purpose, or function?" Having determined this, he proceeds to ascertain the structure and present methods of mastering it.

At this time Dr. Charters' interest led from methods to curriculum building where he applied the underlying principle of organizing subject-matter around function and structure. The first study in this field was the Kansas City Study in Grammar which ascertained the errors in grammar which pupils made. A curriculum was based in part upon these errors, with special emphasis given to their prevention and correction.

Problem or error analysis was followed by activity analysis wherein the curriculum was determined by an analysis of the activities of life situations. The first concrete evidence of the application of this determinant appeared in the *Analysis of Secretarial Duties and Traits*. In reality this study encompassed more than mere activities of secretaries. It included also their ideals or traits of personality which are related closely to the individual's philosophy of life, goals, and objectives concerning his occupation.

His point of view on curriculum building was set forth in his *Curriculum Construction* which appeared (1922) while Dr. Charters was Professor of Education and Director of the Research Bureau for Retail Training at Carnegie Institute of Technology, (1919-1925) and Dean of the Graduate School, University of Pittsburg, (1923-1925). That his underlying thesis of function and structure was still maintained is found

"The Contributions of Werrett Wallace Charters to Education," beginning on this page, is the third in a series of articles dealing with the influence of leading American educators in education. Dr. Charters himself has been more than passingly interested in the preparation of this contribution, because as he said, "this is the first attempt to review my writings in the way chosen by Dr. Stewart."

In reviewing Dr. Charters' works and in conferences with him, the author was impressed by the fact that through his career extends a dominant thought of the relationship of function and structure to the teaching situation. Accordingly, this thought has been stated and restated by the author in order to impress upon the readers of *Agricultural Education* the importance of detail and accuracy in quality research.—A. K. GETMAN.



in the following extract from the preface to this treatise.

"In the last ten years the criticism (of the subject-matter taught in the elementary schools) has begun to take constructive shape, and a number of pioneer studies have been made from the functional point of view. Functions for subjects have been set up, and the structures which will realize the functions have been derived. This has resulted in a considerable body of knowledge which can be collected and interpreted in terms of the functional theory of curriculum construction."

The basic elements in curriculum construction as set forth in this volume are ideals and activities. Ideals are associated with satisfaction. They are efficient devices for the discussion and handling of activities in relation to their capacity for providing satisfaction. He recognized that there is not always complete harmony between satisfaction and ideals, for, since satisfaction is immediate and individual while ideals are based upon long-term percentages and upon social consensus, it often happens that action with a low ideal may be immediately satisfying while one with a high ideal is quite the opposite. Because ideals are more objective than satisfaction and therefore more easily studied, it is preferable to use them as materials for the construction of the curriculum.

It is in the application of activity analysis as a basis of curriculum construction that job analysis received recognition which has made it familiar to all workers in vocational education, but activity analysis, as used by Dr. Charters, includes much more than job analysis. He recognizes as aids to making a job analysis introspection, interviewing, working on the job, and the questionnaire; but activity analysis, as he uses the term, includes mental activities in addition to physical jobs, duty analyses, difficulty analyses, and analyses for errors.

### Steps in Curriculum Construction

To the teacher of vocational agriculture one of the greatest contributions of this treatise on curriculum building is in Dr. Charters' statement of his steps in curriculum construction:

"First, determine the major objectives of education by a study of the life of man in its social setting.

"Second, analyze these objectives into ideals and activities and continue the analysis to the level of working units.

"Third, arrange these in the order of importance.

"Fourth, raise to positions of higher order in this list those ideals and activities which are high in value for children but low in value for adults.

"Fifth, determine the number of the most important items of the resulting list which can be handled in the time allotted to school education, after deducting those which are better learned outside of school.

"Sixth, collect the best practices of the race in handling these ideals and activities.

"Seventh, arrange the material so obtained in proper instructional order, according to the psychological nature

of children."

Further application of the idea of analysis as a determinant of subject-matter led Dr. Charters to a study of traits and skills in the individual out of which he developed the material for his book *The Teaching of Ideals*, published in 1927, during his three-year service as Professor of Education at the University of Chicago. In this book he made a detailed analysis of many practical situations so that, and as a result of which, concrete cases and modes of teaching were discovered. In this procedure he continued to use the technique of curriculum making which he had employed so successfully in other fields. His recommended procedures in the teaching of ideals disclosed a method by which character education may develop into a progressive treatment of pupil needs. An approximation of the procedure Dr. Charters uses is included in a statement of five principles applicable to the problem of developing personality.

### In Developing Personality

1. Deficiencies must be diagnosed to discover causes.

2. Desire for a trait that is wanted must be developed.

3. Ideals are carried into conduct after plans of action have been prepared.

4. They become habits through use and behavior.

5. For powerful and intelligent living, one's personality must be integrated.

In a study of contributions to education, it is noticeable that, following the introduction of this point of view in an analysis of individual traits, Dr. Charters has made significant contributions to an enriched educational curriculum which gives consideration to the development of ideals, character, and personality and to religious education.

In his further use of the principle of function and structure, Dr. Charters' contributions have included the famous Commonwealth Teacher Training Study of the activities of teachers, brought forth in 1929, under joint direction with Dr. Douglas Waples.

Additional support of the value of the functional approach, in this instance applied to the training of teachers, is set forth in a statement by Samuel P. Capen of the Educational Research Committee of the Commonwealth Fund which financed the Teacher Training Study:

"It is the functional approach to this problem (the training of teachers) that has been so fruitful and influential. A functional study tries to determine what the professional practitioner does under modern conditions of practice. From the objective record of what he does, it attempts to derive the determination of what he must know and what he must be to perform these duties effectively. The functional study, if complete, should determine the technical knowledge and skill actually used by the practitioner. It should give helpful guidance in the determination of the non-technical knowledge that the practitioner should possess."

An approximation of the procedure

set forth in this volume of 666 pages may be found in an extract from a summary of the study. First, the study ascertained the traits that characterize excellent teachers; then, the activities performed by teachers in service, and the frequency of these performances by teachers in different types of schools. This was followed by a rating by the teachers of the various activities on the basis of importance, difficulty of learning, and value of pre-service training, which ratings were in turn checked by the judgments of other workers in education.

The Secretarial Study and the Commonwealth Study carried the processes of curriculum construction only through the stages of activity and trait analyses. Other studies were carried through succeeding stages. First, were those which derived the "raw material" from activity analyses. This procedure was most effectively exercised in the study reported under the title *Basic Material for a Pharmaceutical Curriculum*, 1927. Here, again, is a study based upon the functional approach, and in the introductory chapter is found a clear statement of the contrast between the functional approach and the traditional procedure.

"The significant difference between the functional approach and the traditional procedure lies in one conspicuous distinction. The content of current curricula has been determined upon the basis of individual opinion and conference consensus. A group of men or individuals decided, on the basis of personal judgment, what should be included in the course. The bias of the individual and of the specialized department has therefore had a disturbing influence, with the result that frequently the permanence and emphasis given to a subject in a professional school has been decided by the personal forcefulness and combativeness of the individual sponsoring the material rather than by its usefulness in training the student who is entering the profession.

### Functional Approach Objective

"... The functional approach is objective. Completely applied, it accepts the opinion of no one person or group of persons. It seeks to determine with care and exactness the duties of the profession, and by objective methods to derive with accuracy and definiteness of detail the facts and principles necessary for the mastery of these duties. Such is its ideal—to substitute fact for opinion."

Of the many techniques used in the Pharmaceutical Study, mention is made of a few to indicate the thoroughness and detail with which the study was conducted. A study of the informational content of the curriculum began with the analysis of the information necessary to fill prescriptions of which 43,704 were collected from 15 centers in 13 states. To this was added the results of a survey of 1,200 pharmacies in 12 centers. A questionnaire was sent to leading druggists and faculty members for the purpose of checking the extent to which manufacturing in pharmacies was practical. The essential

qualities of pharmacists were secured by interviews with practicing pharmacists and faculty members. Inventories from 28 drug stores were analyzed. On a few debatable points the individual opinions of experts were secured. Finally, the United States Pharmacopoeia and the National Formulary were used as a basis for the derivation of information concerning chemistry, physics, and other subjects which the pharmacist would need to learn. The basis used for selecting the material to be taught, in order to delimit the superabundance of material already disclosed, was that of relative importance which, in turn, was found to depend upon use, potency, and type. Further, the principle of logical derivation of content from the function was constantly applied, omitting all that was unnecessary, and all that was necessary was diligently sought; and, finally, such consideration was given to the fundamental subjects as was necessary for a thoroughly intelligent grasp of the practices of pharmacy.

When the raw material of a curriculum has been assembled, there remains the task of organizing this material into appropriate forms for teaching. Worthy of special mention in this connection are the seven volumes of textbooks in the American Library Association Curriculum Studies and a series of textbooks in the study of languages for the grades.

The American Library Association Study was undertaken because of a lack of textbooks on the fundamental problems of library activities for the use of students in library schools. With the aid of a technical staff of librarians and a large number of supervisory groups, the duties and traits of the librarian were analyzed, and the best methods of performing these duties were collected from over a hundred of the best libraries in the United States and Canada. Authors were selected from among the effective instructors in library schools; they were provided with facilities for the outlining of textbooks and the collecting of information. The books so organized and written were tried out in library schools for a year, and were then revised in the light of criticisms, and suggestions secured.

As the last step, to date, in the development of raw materials for a curriculum based upon functions, may be mentioned the study of service subjects. These are subjects which are of indirect functional use because their reason for inclusion in a curriculum is the contribution which they make to technical courses dealing with methods and principles; for instance, chemistry is a service subject for agriculture; physics for engineering, and biology for medicine. The position taken by those holding the functional point of view is that the content of these service subjects should be validated by reference to specific topics in technical courses for whose understanding they are useful. No publications in this field have as yet appeared, but studies are in progress in determining the content of service courses at the Veterinary College at Ohio State University, Rochester Mechanics Institute, and other centers.

In addition to the institutions al-

ready mentioned to which Dr. Charters has been called, he was supervisor of practice teaching in the State Normal School, Winona, Minnesota, 1904-07; served the University of Illinois as Professor of Education, 1917-1919; and Dean of the School of Education 1918-1919. He concluded his services at the University of Chicago in 1928 in order to accept his present position as Director of the Bureau of Educational Research at Ohio State University.

### Personals

Mr. Harry I. Storey of Fairfield, Iowa, teacher of vocational agriculture in the high school there, was recently elected president of the Iowa Vocational Association.

Professor J. A. Starrak of the Department of Vocational Education, Iowa State College, received the doctor's degree from the School of Education, Boston University, in August.

Mr. A. A. Sather, formerly assistant state supervisor in Missouri, and assistant teacher-trainer at Iowa State College, was a candidate for lieutenant-governor on the Socialist ticket in Iowa in the recent election.

H. M. Hamlin of Iowa State College was elected first vice-president of the Iowa State Teachers Association at its November convention.

The Ottumwa, Iowa, Courier recently stated that Mr. Paul A. Troeger, teacher of general agriculture there, is one of two men who has saved the Ottumwa community ten thousand dollars in poor relief during the coming year through the management of a community garden in which 325 families share. Mr. Troeger assisted in directing the canning of several thousand jars of produce from the garden.

At the recent meeting, in Washington, of the Association for the Advancement of Agricultural Teaching H. M. Hamlin was elected president for the coming year. This association meets jointly with the Resident Teaching Section of the Association of Land-Grant Colleges and Universities, and will hold its 1933 meeting in Chicago.

*Editor's Note:* This magazine would like to publish more news items in its "Personals" column. Send any such items to Mr. A. K. Getman, State Education Department, Albany, New York.

### Beaver Dam, Wisconsin Stages School for Rural Teachers

THE department of vocational agriculture at Beaver Dam, Wisconsin, has just completed a 12-lesson series covering the teaching units in agriculture for rural schools of the vicinity. This school was in charge of L. R. Larson, Beaver Dam agriculture instructor, and met preceding the month that the agricultural unit was presented in the rural schools.

Considerable interest was shown in the school. Many of the teachers near Beaver Dam attended nearly all of the meetings. The average attendance was 12 per session. From 4 to 10 teachers, however, called, saw, or wrote Mr. Larson with reference to the materials presented in the meetings they missed, so it is safe to say that nearly twenty

teachers were contacted each meeting.

Mr. Larson stated that he compiled an outline for each unit of work, had a supply duplicated and gave each teacher enough copies for all her pupils. At the end of each outline was given a list of free study and illustrative materials. Form postcards were made and sold at cost, so that the teachers could easily send for these materials.

Usually each meeting was opened by considering questions from the past month's work. Following this, the new unit of work was presented. Discussions and the use of illustrative materials, such as projected pictures, filmstrips, and concrete farm products, assisted in putting across each unit.

### "No, Me Not Lost"

THE other day a little two-year-old curly-headed St. Paul boy left his home yard and wandered off to explore for himself the mysteries of the wide, wide world. He was unaware of and unconcerned about the frantic search of his mother and her rapidly increasing army of helpers. The delivery boy for a local butcher happened across the lad and, believing that he was on furlough without parental permission, drove to the curb and addressed the little adventurer with the question, "Aren't you lost?"

"No, me not lost," was the quick and assuring reply of the young man who continued on his journey.

Although this activity of the boy is not a new nor an unusual occurrence, the reply "No, me not lost" impressed the writer as worthy of consideration. The following possible explanations presented themselves for analysis. Perhaps the boy:

1. Did not know what is meant by the term "lost."
2. Did not know he was lost.
3. Did not want to admit that he was lost.
4. Did not care if he was lost.

It is a waste of time to go on speculating about the problems the answers to which we shall never know. Let us go on to something else. But the lad's reply still rings in our ears as we turn our thoughts to the problems of teaching agriculture. What would the answer be if the question of the delivery boy were directed to us?

### How a Teacher May Be Lost

There are many ways in which a teacher or a community leader may be lost. For the purposes of this discussion, the term "lost" may be regarded as referring to conditions which interfere with or completely prevent the successful performance of certain activities considered appropriate in the particular work in which one is engaged. From this point of view a person might be lost in the minds of others but not in his own mind. For example, the "hero" of this story was lost in the mind of his mother, but in his own mind was "me not lost." Teachers or other leaders may be considered lost when they do not know just where they are with regard to the work they are doing or when they are fumbling around with activities not pertinent to the task at hand.

A. M. F., The Visitor

# Vocational Agriculture in Puerto Rico

H. W. SANDERS, in Charge of Teacher Training in Agriculture, Puerto Rico

TO understand the program of vocational agriculture in Puerto Rico, its problems as well as its aims, it is necessary to know something of the agricultural and economic background. Of the 52,965 farms reported in the 1930 census, 24,392 of them range in size from 3 to 9 acres. About 11,000 are from 10 to 19 acres. Approximately 27 per cent of the improved farm land is owned by large operators, in tracts of 1,000 acres or more. Only three states of the Union have a population comparable in density—450 persons per square mile. Despite the small size of the farms, land ownership is limited to the few. As a result of this combination of circumstances we have a population, basically agricultural, that is seriously handicapped because of lack of facilities to farm.

A second important factor in the development of vocational agriculture in Puerto Rico is the age and distribution of pupils from the fourth to the ninth grades. The distribution of the 3,270 boys enrolled in the Second Unit Rural Schools in 1930-31 was as follows:

Grade	Enrollment	Median Age
IV	1,048	11.8
V	865	12.6
VI	689	13.7
VII	437	14.7
VIII	218	15.8
IX	13	16.3

To reach the boys, vocational agriculture must be offered to them in the sixth, seventh, and eighth grades. Moreover, there is a definite need for some type of agricultural instruction for the large group of boys in the fourth and fifth grades. This has led to the organization of pre-vocational classes for them. During the current school year 1,889 boys are enrolled in vocational classes in agriculture, and 2,288 boys in pre-vocational classes. As there are 56 teachers, the average number of boys per teacher is 75. In eight schools there are 2 teachers of agriculture; in others only 1. Where there are 2 teachers, the pre-vocational classes are usually taught by one of them, and the vocational classes by the other.

Of the 48 schools offering agriculture, 4 are high schools, 3 are town graded schools, and 2 are rural graded schools. The remaining 39 are so-called Second Unit Rural Schools, a type perhaps peculiar to Puerto Rico. They are "consolidated schools of a vocational type, located in the rural zone. They offer to children in grades four to nine, in addition to conventional academic subjects, agriculture, home economics, and manual arts. They are expected to become the social community centers of the 'barrios' where these schools are situated."

The Second Unit Schools are filling an important place in the educational, social, and recreational life of the rural sections of the Island. Vocational agriculture has made it possible for them to render an even larger service. Under the control of each of them is a school farm of from 5 to 35 acres. These farms

We welcome most heartily the contribution beginning on this page, from Professor Sanders, of San Juan, Puerto Rico. We rejoice with our new colleagues, at the excellent progress in vocational agriculture which has been made in so short a period. Vocational agriculture was introduced in October, 1931, at the time of the appointment of Insular Supervisor, so this article comes at the beginning of the second year of service.—A. K. GETMAN

are indispensable and serve numerous useful purposes. Many of the boys not having land, the school farm is available for project work. Group and class projects are also conducted here, the farm serving as laboratory and "work shop" for all classes. The situation is almost ideal for "learning to do by doing," and, therefore, much of the class time is devoted to directed practice in the field. The zeal with which the boys attack their work is an inspiration to any worker in vocational education.

Some of the boys carry all their supervised practice on the school farm. Others have projects both at school and at home. Whenever possible, the entire program is carried at home, in order to have land available for other boys. When the school farm is small, it may be necessary to assign two or three boys to one plot. Enterprises are necessarily small, but the training value is high because of the intensive methods and close supervision. Boys have the option of paying all expenses and receiving what profit they can make, or having the school pay expenses and receiving one-third of the total gross receipts.

During the current school year more than \$1,600 worth of vegetable seeds have been distributed to the schools, through the cooperation of the Hurricane Relief Commission. Every school has a number of seed beds. The seedlings are used not only on the school farms, but are distributed free to the farmers of the community. Last year the number thus distributed was approximately half a million. This year it will probably exceed three millions. November and December are the months of greatest activity in this work.

In a similar way 600 bushels of seed potatoes will be distributed to the schools for planting this year. Experience gained last year will be of immense value now. In fact, some of the most valuable experimental work on the Island has been done by teachers of agriculture on the school farms. This does not mean that the purpose of the work on the school farms is in any sense that of experimentation. In the case of potatoes, for example, each teacher has the boys follow the best known practices for his community. When the crops are harvested, valuable data are available concerning these practices. It is expected that the use of this information will result in material increases in yields.

Last year more than 2,500 animals were bred to pure bred sires kept on the

school farms. These included swine, rabbits, and goats. This service is free to farmers. The far-reaching influence of it can not be estimated.

In addition, the school farm serves as a source of agricultural information and as an inspiration to farmers who have caught a vision of better things.

Under the circumstances it would be natural to expect that part-time and evening classes would constitute an important part of the program. By November 1932, 8 part-time classes had been organized, and 14 evening classes. The goal of one class of each type for every teacher should be reached before the end of the year. This will mean that at least 25 more individuals are reached per teacher in organized instruction, or a total of 100. The per capita cost is therefore low. In content of courses, methods of teaching, and results secured, these classes compare favorably with those conducted in the States.

The F. F. A. program has been accepted as an integral part of the vocational program, and chapters are being rapidly organized. Twenty-five chapters, including slightly more than 1,000 members, represents the present strength. Puerto Rican boys show a decided aptitude for conducting meetings, and are especially quick to memorize the ceremonies. A unique plan for solving the problem of financing was suggested by the supervisor, and this is being executed with the prospect of excellent results. Each school is to have an F. F. A. project on the school farm, the proceeds from which will be used for the support of the chapter and for the promotion of its activities.

In spite of the points of difference, briefly pointed out, the program of vocational agriculture in Puerto Rico does not differ widely in other respects from the programs of the various states of the Union. The teachers have been eager to secure the benefit of the experiences of others, and are rapidly adapting them to their own particular needs. Thus, by developing a program that fits the needs of the people of Puerto Rico, by using the new ideas developed in the States, and by constantly searching for better ways of doing things, the teachers and administrative staff are demonstrating the value of vocational education, and giving it the place it should have in the agricultural and economic life of the Island.

## Give Them a Chance (Winning Speech in Public Speaking Contest at Kansas City)

W. B. SEARSON, Jr.,  
St Paul High School, Yonges Island, So. Car.

WHEN the economic world was basking in the sunshine of prosperity in 1920, a storm suddenly struck the farmer. He called it a depression, and for twelve long years has it been with him. It has been with no other industry this long. The first nine years



of this period were characterized by general conditions on the farm becoming worse, by suffering being more widely distributed, and by life in general becoming more harassing and unbearable. Farmers became conscious that thought of them and of their welfare had been left out of the scheme of things. It was characterized further by the steady decrease in farm population and by a drastic falling off of farm income, while the policy of deriving 80 per cent of all local taxes from real estate drove men from the soil, and bankruptcies on the farms soared to unheard of proportions. Through all these years the farmer carried an unfair and a disproportionate share of the burden. False ideas were dissipated in 1929, when came the greatest financial failure of all time. The crash was terrific in its effect, but it brought the farmer some badly needed and long awaited recognition. The simple truth that agriculture and conditions on the farm cannot be separated from national welfare had asserted itself. It won, and it was conceded by all that recovery on the farm must precede all other lines of recovery. Since that time every hue and cry from all points of the compass has been "Farm Relief" and "Help the Farmer." There were many causes for it all. The farmer himself was partly responsible, but the old obsolete system of taxing real estate was most prominent.

The first signs of distress were calls from the country bank. Calls were at first weak, then more pronounced, and finally became frantic, but big finance was looking in another direction. The farmer with his bank was ignored and left alone to carry on or fall. This continued over a period of years while financial wizards gambled on big mergers for foreign loans and refused aid to the foundation industry of the world. It will be remembered that this was a period when all other industries were constantly expanding in both volume of business and in profits, and when new high levels of income to individuals were spoiling many worthy men.

There were four and one half million fewer farmers in 1930 than in 1920. A tax burden that would not have been destructive had all participated in it, a tax system that was once equitable and fair when stocks and bonds and great intangible wealth were unknown—but a system that had now outlived its usefulness—drove these millions from their fields and turned them toward the crowded cities to compete with urban labor for jobs, and later this exodus of unfortunates from the farms became a major factor in our unemployment crisis.

In the ten years preceding '29, there was a shrinkage in the gross income of the farmers of America of more than 25 per cent. Direct taxes on the farm increased when the state legislatures should have reduced them or discarded them altogether in favor of levies upon intangible wealth based upon ability to pay. The farmer, trying to proceed under this system, was now required to work two days out of every six to pay the cost of government. So desperate

## Costs of Vocational Agriculture: Comparisons With Other Departments

C. G. HOWARD, State Supervisor of Agricultural Education, Wyoming

*Note:* This is one of the articles reporting research work in agricultural education. C.R.W.

THIS report is an outgrowth of the question raised by several school superintendents as to the costs for instruction in vocational agriculture as compared with other school subjects.

The procedure followed in securing factual information was that of sitting down with the superintendent, principal, or business manager of each of our 29 schools having departments of vocational agriculture, and entering on a form prepared with the assistance of Dr. W. C. Reusser, the expenses, reimbursements, enrollments, and teaching loads, by departments. The current expense, exclusive of salary, was in most cases the closest estimate which the superintendent of schools was able to make. On all other items, factual information was secured.

When these forms had been filled out in each of the schools, a master sheet was prepared, showing the distribution of expense, reimbursement, pupil hours, and floor space, by departments in each of the 29 schools. From this master sheet, departmental information for Wyoming, so far as vocational agriculture was concerned, was taken as totals.

Other high school departments along with agriculture departments are given in the table. The various items entering into the costs per pupil hour in the departments were: number of pupil hours, floor space, number of teachers, teachers' salaries, current expenses, administration, depreciation, maintenance, and operation of school plant.

The total "cost to the districts" was found by subtracting the total reimbursement to the school districts from the total costs per department. The items entering into the total reimbursements were: reimbursement, county tax, land income fund, and oil royalty.

Reimbursements are for vocational agriculture, home economics, and trade courses, as vocational work; other re-

imbursement funds are available for normal training.

### Conclusions

1. Vocational agriculture is less expensive to the school district than are commerce, home economics, science, athletics and physical education, and manual training.

2. From a study of our data, it was evident that to eliminate vocational agriculture in order to cut down school expense is not justice to tax-payers, since all other laboratory departments show a greater expense to the school district than does agriculture.

3. Also, in isolated cases, costs seem unusual because of a local unbalancing of salary and expense. Generally, however, the data definitely prove that vocational agriculture costs the school district less than any other laboratory subject with the exception of vocational trade courses, which are reimbursed from the same fund as vocational agriculture.

4. In the event of increased enrollments in vocational agriculture, and if the evening school and part-time pupil hours were considered, the cost to the school district for instruction in vocational agriculture would rank favorably with English and history, which are standard in all high schools in Wyoming.

5. Over a period of years, costs vary somewhat. But if all vocational agriculture departments will make an honest effort to hold down expenses through the use of cost accounts, and will secure greater enrollments and increase the evening and part-time classes, the cost of instruction in vocational agriculture can easily compare favorably with any department in any school system in Wyoming.

Today's high school is for everybody.

The education of the present and prospective farmer is the most effective method whereby the troubles of agriculture may be alleviated.

### Total Costs per Pupil, and Costs to District per Pupil, by Departments

High School Department	Total Costs		Costs to the District	
	Costs per Pupil	Rank	Costs per Pupil Hour	Rank
1. Vocational agriculture	\$38.59	14	\$15.17	11
2. Art	28.77	7	8.85	2
3. Athletics and phys. ed.	32.54	10	19.23	15
4. Commerce	28.56	5	16.79	12
5. English	24.99	2	14.56	9
6. History	26.25	3	11.66	6
7. Home economics	38.51	13	17.05	13
8. Foreign language	27.43	4	13.36	7
9. Manual training	40.28	16	26.12	16
10. Mathematics	28.65	6	15.16	10
11. Music	30.52	8	10.56	5
12. Normal training	38.94	15	2.46	2
13. Penmanship	33.72	11	16.14	1
14. Science	32.46	9	17.28	14
15. Social science	24.85	1	10.23	4
16. Trade courses	37.39	12	13.89	8
Average	\$30.02		\$14.67	

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# Part-Time Schools



## Rapid Development of Part-time Work in Texas

J. C. DYKES, Professor of Agricultural Education, Texas A. and M. College

**A** PRODIGIOUS jump in the number of part-time classes in Texas was one of the outstanding features of the vocational year 1931-32. The increase was from 1 part-time class with 22 boys enrolled in 1930-31 to 45 classes with 762 boys in 1932.



J. C. Dykes

While the part-time program in Texas is quite new, the teachers who taught the 45 classes in 1931-32 discovered some distinctive characteristics of this phase of instruction which they believe will be helpful in the future in avoiding certain pitfalls.

### Two Types of Part-Time Groups

There are two rather distinctive types of part-time groups. One is made up of former students of vocational agriculture who have either graduated from high school or who have had to drop out of school after completing one or more years of agricultural instruction. The other is made up of out-of-school boys who have not had instruction in vocational agriculture.

Ordinarily speaking, these groups do not mix readily, as the course content set up by one does not meet the needs and interests of the others. For example, one Texas teacher reported that he started his part-time class with eight ex-vocational boys and eight boys who had not had vocational agriculture. The enrollment of non-agriculture boys decreased, while the enrollment of former vocational students increased as the class work continued until, at the end, there were 14 former agriculture pupils attending regularly, and only three of the non-vocational group. One of the non-vocational agriculture boys, in explaining why he quit, said, "The things the boys were talking about were way over my head."

The part-time groups composed of former students of vocational agriculture desire and select problems of an advanced, technical, and intensive type, based on needs that they recognize as a result of their previous training. A great deal of the instruction with this group involves managerial problems, while the part-time group made of boys who have not had vocational agriculture in high school usually selects rather elementary problems involving operative skills.

Livestock problems predominated in

the course content selected by the boys in 80 per cent of the classes held during 1931-32. In 15 of the 45 classes, all of the problems involved livestock and poultry, while in 21 of the other classes an average of over 50 per cent of the lessons taught involved these enterprises. The problems involving restoring and maintaining soil fertility ranked next to livestock and poultry problems in popularity with the part-time groups.

Part-time class members can be led to select definite supervised practice programs similar to those chosen by the all-day class members. Texas teachers do not insist on the boys' carrying projects, but about 10 per cent of the boys selected projects of their own accord. The supervised practice jobs selected depended entirely on the problems considered by the group, and led to the adoption of many improved practices on the home farms of the members. Among the improved practices adopted in 1931-32 were:

(1) 63 boys began feeding balanced rations to 6,278 laying hens.

(2) 60 boys began feeding balanced rations of home grown feeds to 193 dairy cows.

(3) 24 boys began home-mixing laying mash for 3,035 hens.

(4) 10 boys used self feeders in fattening 447 pigs for market.

(5) 7 boys fed finishing ration to 752 turkeys for the market.

(6) 48 boys culled the home poultry flocks, leaving 3,950 laying hens.

(7) 107 boys terraced 2,453 acres.

Over 80 per cent of the boys enrolled in part-time classes were able to get one or more improved practices adopted on their home farms, in addition to increasing their skill in the performance of numerous other farm operations.

### Recreational Activities Not Necessary

It is not necessary to have recreational activities in order to keep the interest of part-time groups. In over 75 per cent of the part-time classes organized last year, there was no attempt made to involve athletics, games, or other recreational features as a part of the group activities. A few of the Texas teachers solved the recreational problem by organizing separate F. F. A. chapters, made up of their part-time class members, while in other cases the part-time class members were invited to join the local F. F. A. chapters. Texas teachers are convinced that it is desirable to involve part-time boys in F. F. A. chapter activities both from the standpoint of solving the recreational problems and to make the part-time organization permanent.

The discoveries made by the part-time teachers in 1931-32 are proving helpful to the men who are doing part-time work this year, particularly in enrolling desirable boys and in getting the course content selected. The progress that can be made in part-time work by focusing attention on it is indicated by the rapid development of the program in Texas.

### How It Was Done

The progress made in the part-time program was the result of cooperative effort by the vocational agriculture forces in Texas. The steps taken to get the part-time work started included:

(1) The setting up of an objective—"Five per cent of the Texas teachers of vocational agriculture to do part-time work"—in the state program of work. This was in keeping with a Southern Region objective adopted at Tulsa in the spring of 1931. The Texas objective was almost tripled, with 14 per cent of the 327 teachers in the state doing part-time work.

(2) The discussion of the problems of organizing and instructing part-time classes at the 16 two-day district conferences held during the fall of 1931.

(3) The distribution of a service bulletin on part-time work, issued by the Department of Agricultural Education of the Texas A. and M. College, to all teachers. This service bulletin discussed the need for part-time instruction, and included suggestions as to procedures in organizing and instructing the part-time group.

(4) The permitting of the substitution of a part-time class for one of the two evening schools usually included in the teachers' instructional load.

(5) The discussion of part-time problems in the various district association meetings throughout the year. These discussions were led by the supervisors, teacher trainers, or by one of the teachers who was actually engaged in teaching a part-time class at the time.

(6) The encouragement offered by the supervisors and teacher trainers through form and personal letters to the men in the field to engage in this type of instruction.

### Plans for 1932-33

While the Texas force is proud of the progress made in part-time instruction during the 1931-32 vocational year, plans have been made to increase the number of teachers doing part-time work from 14 per cent to 20 per cent in 1932-33. The steps taken to date include:

(1) Participation training of part

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# Functional Instruction for Part-time Students

JAMES H. PEARSON, Specialist in Agricultural Education (Part-time and Evening Schools)

**E** NROLLMENT in part-time agricultural schools made the largest per cent growth during the past year of any of the three types of schools. Does this fact have any real significance? Can it be that there is a general awakening to the responsibility of departments of vocational agriculture serving the educational needs of the 1,348,647 farm boys 14-21 years old who are not attending school? Doubtless many of the administrative difficulties which have retarded the development of part-time schools have been overcome, and the way is now paved for a satisfactory expansion of the work. The solution of problems encountered in this comparatively new field of activity will have a pronounced influence on the program for a number of years. Some of the principles which should direct our thinking in setting up the agricultural instruction for part-time students are discussed in this article.



James H. Pearson

## A Guiding Objective

In order to give a point of view for the discussion, a major objective for part-time instruction is stated as follows: To establish the part-time boy in the farm occupation on a satisfactory basis. Establishment on a satisfactory basis presumes that the occupation will be remunerative and give personal satisfaction at least to the degree that the individual would obtain in another occupation. It is assumed that the boy has already chosen farming as a vocation, that he is not established in the occupation on a basis which is challenging his best effort nor as remunerative as it can be made. It is also assumed that something can be done through an intelligent program of systematic instruction in vocational agriculture to assist the individual in the improvement of himself, his opportunities and his farming status, and ultimately in the formulation of a national program of agriculture. Specific performance in a given type of farming is accepted as an essential in satisfactory establishment in the occupation.

## Supervised or Directed Practice

Let us accept supervised or directed practice as a teaching and learning situation and a means through which the boy enriches his farming experiences and becomes established in farming. The kind of a supervised or directed practice program which does this in meeting the needs of an individual student depends upon his (1) ability, (2) interests, (3) experiences, (4) opportunities for entering the farming occupation. In order to have a desirable situation to make the instructional program effective, the student should

become employed immediately on his home farm or some other farm as a laborer, tenant, partner, manager, or owner. He may, through choice or circumstances, remain in one status for some time, or he may move from one to another.

In the part-time group, one will find boys in two distinct situations: one where they have desirable farming facilities and opportunities, the other the very minimum. In the first situation the boys will already have possession of livestock, crops, equipment, land, cash or have established themselves so they can obtain credit; while in the second situation they will not have any of these assets. It is reasonable to expect that the boys in the first situation will be interested in agriculture and will have sufficient experience to proceed rapidly with their farmer-training program. Their supervised or directed practice program should be such that it will give participation in farming activities where the individuals are deficient. Many of these will be found in the present farming activities of the boys. If so, this will give an excellent place to begin the instruction. It must then be extended over a period of years to include participation in other activities where the student needs instruction. Such additional activities may be, for example, the establishment of a herd of sheep or dairy cattle, production of alfalfa, maintenance of soil fertility, or construction of farm buildings. Any one of these activities can be organized on a definite project basis that would point directly to the establishment of the boy in farming and the development of the boy's ability in a specific type of farming. The students will need, beside such projects, other supervised practice to develop additional abilities needed in the type of farming in which they are becoming established.

Contrast these boys with those in another situation or those who have neither livestock, crops, land, capital, or credit. In the latter case their interest will naturally be at a low ebb. Such boys have not experienced the power of ownership and income. They do not seem to have much of an opportunity to become engaged in productive agriculture for themselves. They may find it necessary to prove their sincerity and also some abilities in agriculture before they are able to secure the support necessary to become engaged in farming on any encouraging basis. It will require more tact and constructive planning of a supervised or directed practice program for these boys than for those in the former classification. The program for these boys in the very beginning, may, from the facts of the situation, need to be placed entirely on a basis of other supervised practice. This other supervised practice must develop the boys' ability to do jobs necessary for them to get started in the occupation which may be to establish for themselves a productive project. When such a program is executed, the

boys can soon be brought to the same level of attainment as the boys in the first situation. Their farmer-training program may then proceed with functional projects and other supervised practice as their ability and need for them is developed.

It may require only a relatively short time before boys in the first classification reach the point where they are ready and able to continue their instruction in evening classes, while it may take several years for boys in the latter classification to reach that point. These two extreme situations found in the part-time group are presented to emphasize the necessity of formulating a farmer-training program to meet the needs of individuals in part-time classes, but, regardless of this situation, the training program should point directly to the establishment of the boy in farming. Many facts regarding each individual and his environment must be known in order that an agricultural education program can be formulated to function in such a definite purpose.

## Rapid Development of Part-Time Work in Texas

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of the 1932 graduates of the teacher training institutions in two part-time classes organized under the direction of the teachers in charge of the practice teaching departments. Observation by all other 1932 graduates of the procedures of organizing and instructing the two part-time groups.

(2) The setting up of a graduate course in part-time methods at the Texas A. and M. College. Eighteen Texas teachers of vocational agriculture completed this course during the 1932 summer session. Each man observed one or more part-time lessons taught by the teacher in the practice department.

(3) The discussion of part-time problems at each of the 16 district conferences of teachers of vocational agriculture in August, 1932. The discussions in the 1932 conferences were particularly valuable, since at least one man who taught a part-time class in 1931-32 was present at each conference.

(4) A second service bulletin of the part-time series, sent to all teachers of vocational agriculture by the Department of Agricultural Education of the Texas A. and M. College. This service bulletin deals particularly with the problems of "Who should be enrolled in a part-time class?" and of teaching methods.

"The man with the average mentality, but with control; with a definite goal, and a clear conception of how it can be gained, and above all, with the power of application and labor, wins in the end."—William Howard Taft.

"To succeed you must earnestly desire, and this desire must shorten your sleep."—Ovid.



## Oral Presentation By the Teacher

B. C. LAWSON, Department of Agricultural Education, University of Illinois

**T**ELLING may vary all the way from formal oral presentation called the lecture, to the incidental and impromptu remarks which the teacher may make during a class period. This discussion is concerned primarily with the more formal types of telling which occupy a considerable portion of a class period.

Any tendency to take the point of view that telling is not appropriate in secondary schools overlooks both certain conditions of teaching, and the part listening plays in the lives of well-informed people. Moreover, the radio has made listening and appropriate listening attitudes even more important than in the past.

Oral presentations may, however, easily be misused, and not only fail to secure the desired changes in pupils, but may even bring about undesirable outcomes. On the other hand, although much criticism has been directed against telling, both practical experience and experimental evidence indicate that it may be used effectively under certain conditions.

Each teacher must decide for himself when oral presentations should be used and how much. The following considerations may be of assistance in making these decisions:

### I. *The appropriateness of telling as a teaching procedure depends in part on the objectives set up:*

- A. In motor skills, telling may be used to get across the idea of the skill to be acquired, and also to offer suggestions for improvement.
- B. In mental habits (fixed associations or memorized facts), telling may be used in assisting the pupil to comprehend meanings.
- C. In knowledge (understanding of concepts, rules, and principles), telling may furnish information to be used, or set up a pattern of thinking for the pupil as he solves problems or develops generalizations.
- D. In attitudes and ideals, telling may be used to assist pupils in comprehending the general principles involved, to point out the human values resulting from conforming to the principles, and to stir feeling and emotional responses.

### II. *The appropriateness of telling by the teacher depends in part on the instructional conditions under which telling is used.*

Other things being equal, telling is appropriate when:

- A. Reading materials are not appropriate to the objectives set up, either due to omissions or lack of proper emphasis.
- B. Reading materials are out of date,

and important information is not yet in print.

- C. Reading materials are too difficult for the learner.
- D. Reading materials are not readily available.
- E. No member of the class can do the telling with equal profit to the class and greater profit to himself than if the teacher did the telling.
- F. Other procedures have been used so frequently that monotony is developing.
- G. There is need for a model of oral expression.

### III. *The appropriateness of telling as a method of teaching depends in part on the quality of the telling.*

In telling, especially the more formal types, the teacher should:

- A. Adapt the organization and content of the telling to the objectives set up.
- B. Plan all telling carefully, outlining or briefing the main points rather than trusting to the spur of the moment.
- C. Make use of illustrations.
- D. Keep in mind the value of repetitions and summaries.
- E. Try to avoid faults of speech and manner, such as unnecessary loudness, monotony of tone, high pitch, or indistinct speech, and apparent attitudes of indifference or boredom.
- F. Adapt the rate of telling and vocabulary to pupil capacity, observe pupils, and ask questions occasionally, in order to determine if pupils are understanding.

### IV. *The appropriateness of telling depends in part on what the pupils are asked to do in respect to the telling.*

- A. Frequently pupils should be asked to take systematic notes, especially when the more formal types of telling are used.
- B. Pupils should be given detailed directions as to what reactions they should make to the oral presentation. For example, give directions similar to the following:
  1. Ask yourself what questions are being asked and answered.
  2. Do not depend too much on memory, but write down important facts and principles at once for future reference.
  3. Try to select out the important elements instead of trying to write down everything said.
  4. Use a systematic and orderly scheme of taking notes. (As a rule, the teacher should suggest the scheme to be used.)
- C. Pupils should be asked to demonstrate their achievements in tests of various types.

### V. *Some limitations which may develop in the use of the telling method are as follows:*

- A. Telling may become habitual, and thereby, at times, replace other more desirable and effective forms of classroom procedure.
- B. Telling may develop into a tendency of the teacher to do most of the talking in the class periods.
- C. Telling may degenerate into a tendency to make wasteful digressions.
- D. The telling of a teacher may require a greater degree of auditory attention than the immature pupil is able to attain, especially when making use of the more formal types of telling. Consequently, the pupil becomes passive and inattentive in respect to the telling.
- E. If the teacher's knowledge does extend well beyond the textbook, the telling may develop into needless repetition of the text material.
- F. Oral presentations may become unduly expanded in the process of telling, and require more time than the reading of related material.

### Illustrative Materials Uses and Misuses

"Just what is a silt soil like?" asked a member of a class in agriculture in some concluding work in soils. The teacher wonders what could this fellow have got from these many lessons on soils if all along he has not known what a silt soil was like. If that is the only hazy image the boy has, the instructor need not be worried. The probability is that the query is symptomatic. Very likely, the hoped-for instruction has been hastened along with too little effort to insure and make certain that the images and concepts are clear-cut and definite. In the case, provision should have been made at the appropriate time for all the boys to have "experienced" silt soil.

A good sample of silt soil should have been provided for the class members to see and feel and work with and compare and contrast with other soil types. Verbal descriptions or printed descriptions, pictures in the book, or colored maps, will not safely substitute; they do supplement. Usually it is so easy to provide the real thing. Vocational agriculture has done exceptionally well in dealing with realities. The alert instructor knows full well that he cannot safely "cut corners" here. What if 50 per cent of the class do say, "I've seen that before." The other 50 per cent have learned something, and the "sophisticated" 50 per cent have

not been injured by the re-experience. Maybe some of them had the label wrong before. Don't half teach, nor take too much for granted as to previous experiencing. To teach legume nodules, you need to exhibit some nodules. Let students actually see and feel the soil types, weeds, weed seeds, grass seeds, grain varieties, diseased plants, insects, capillary rise of water, etc. Of course, this is not all of agricultural instruction. But we are convinced that failing to provide for such experiencing levies a heavy toll on effective instruction. Check up. Clear-cut images are the sound raw materials for good, clear thinking.

Now let us look at "superfluous exhibits." During a lesson on feeds, the teacher holds up for the class to see a jar containing some wheat. Two errors: The boys have seen wheat before, have studied it, and doubtless have clear ideas which they can and should use. Also, the exhibition of the wheat was so hastily and poorly done that if the class members did not have a clear notion of wheat, they would never get it from this presentation. Verbal stimuli will arouse the necessary ideas in the boys' minds, as wheat or corn or bran or hay. For this lesson there certainly is no need for such illustrative materials. In fact, their exhibition doubtless detracts from good thinking by the boys. The writer recalls a lecture on methods in which the lecturer emphasized (falsely over-emphasized) such illustrative materials. My readers probably recall science lectures where the exhibition of materials and apparatus detracted instead of helped, because the ideas only needed verbal stimuli to make them 'live'. Check up. Images once formed are for ready use in the higher mental process of thinking.

Two principles are here involved. Where, as instructor, your objective is to build up clear-cut images and notions, make liberal use of illustrative materials. However, having built up such images and notions, use them. Further exhibits may be superfluous because they detract.—Selected.

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Transferring Bees to Modern Hives. Revised November, 1932. (Farmers' Bulletin 961.)

Care and Management of Dairy Cows. Revised June, 1932. (Farmers' Bulletin 1470.)

Milk-quality Improvement Program for 4-H Dairy Clubs. 1932. (Miscellaneous Publication 146.)

A Milk-quality Improvement Program for Extension Workers. 1932. (Miscellaneous Publication 148.)

Farm Poultry Raising. Revised February, 1932. (Farmers' Bulletin 1524.)

Feeding Chickens. Revised 1932. (Farmers' Bulletin 1541F.)

Swine Production. September, 1932. (Farmers' Bulletin 1437F.)

The Horse Bots and Their Control. Revised September, 1932. (Farmers' Bulletin 1503.)

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May, 1932. (Farmers' Bulletin 954.)

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Insect Enemies of the Cotton Plant. 1932. (Farmers' Bulletin 1688.)

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Preparation of Cabbage for Market. Revised January, 1932. (Farmers' Bulletin 1423.)

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## What Veterinary Services Should the Teacher of Agriculture Supply?

H. WELCH, D. V. M.,  
Department of Veterinary Sciences,  
Montana State College

ONCE in a while it seems best to call attention to the ever present problem of animal diseases, and the extent to which the Smith-Hughes instructor should concern himself with them. It goes without saying that the stock owner will get free service if possible. If the Smith-Hughes man wishes to vaccinate calves, treat milk fever cases, and do first-aid work generally, free of any expense to the owner, as a matter of "service" to the community, that is for him to decide. Where no veterinary service is available, except at great ex-

pense, such assistance is greatly appreciated by the stock owner.

In localities served by a veterinarian, however, considerable judgment must be exercised. Too much free service, even in small matters, will finally force the veterinarian out of practice, and the stock owner will eventually lose more from the complete loss of expert aid than he will save by the "free service" route. Where the Smith-Hughes instructor makes a practice of doing "first-aid" work, he must at all times exercise judgment in this service. Any of us can assist another motorist to change a tire or wire up a broken spring, but in complicated ignition trouble, we offer a tow to the nearest garage, and let the expert mechanic get his knuckles skinned and take the responsibility and grief.

In problems involving the loss of several animals, unless the cause is obvious, as in lupine poisoning of sheep or bloat in cattle, the only logical course for the Smith-Hughes man to follow is to frankly admit his inexperience, and to advise calling expert veterinary aid at once. The owner will probably urge an investigation anyway, suggesting postmortems, sending material to the college laboratory, etc. If the instructor yields to his persuasion, he at once assumes a definite responsibility, and generally involves the laboratory in a similar responsibility. If no diagnosis can be made, as is too often the case, and losses continue, the stock owner is disgusted, his resentment is directed at the Smith-Hughes man and at the college, and he later consults a veterinarian. What's the use? The school nurse doesn't try to fix up Johnny who comes to school with a high fever and a sore throat. She quarantines him and calls a doctor, avoiding responsibility, and getting the best of service for Johnny, which after all is the most important thing.

When a veterinarian is called, the stock owner has had the best service, and has no kick coming on the outcome. If the Smith-Hughes instructor will content himself with turning in fire alarms in case of real fire, instead of forming a one-man bucket brigade and trying to handle all fires himself, the property damage will be less in the end. —Montana Monthly Bulletin.

"All of us remember teachers—only a few of them—who towered above the common levels. They had that indefinable something we call personality. They knew what was in the text—and a lot more. They are the ones who make of us what we are. One of these stands out clearly in my mind after the lapse of 45 years. He was the master of one of the rural schools of Iowa. He commanded respect by what he was. A few months before his trek across the border, it was my happy privilege to meet him again and express what his life and teaching had meant to me. The old light showed again in his kindly eye as he expressed satisfaction in knowing he had helped someone. . ."

—E. F. Morris, Master Farmer, Iowa.

Growth is not something done to students; it is something they do.





# Supervised Practice



## Monthly Project Practice Records

H. H. GIBSON, Oregon State College

SEVERAL variations of supervised practice records forms have appeared recently in *Agricultural Education* and other publications. In Oregon the monthly project practice record forms have proved most useful of any we have tried. This is true especially for animal projects, where many of the operations and practices are being repeated by the pupils from day to day and month to month. A copy of the form in use for poultry is presented here. Similar forms are in use for other animal enterprises. After using these records for a year, they have now been adopted for inclusion in loose-leaf form in the project book. A few uses of the monthly project practice records are given here:



H. H. Gibson

1. They provide, for both students and teacher, a systematic means of checking up on project activities and results during the progress of the project, in contrast to the too common procedure of waiting until the project has been completed before making an analysis of results and related practices. Thus, project problems, difficulties, and mistakes are discovered in the early stages of project work, brought before the entire class for study and discussion, and in time to make changes and corrections in project practice before the projects are completed. For instance, the writer recalls observing a class where the poultry project pupils were reporting on items 17 and 18 in the practice record (number of hens died; diseases and deaths resulting from each disease.) The average annual death loss for poultry flocks in Oregon is 12.8 per cent, while the death loss may vary from 3 to 30 per cent. In the project cases reported, death losses varied from almost none to 10 per cent for the month. The report and discussion on prevention and control practices consumed one double period and carried over into others. Consultation and diagnosis by the college veterinarian was involved in the report of one project pupil.

In another instance, an entire double period centered around a report, study, and discussion of item 7. The proportion of scratch to mash in the poultry rations varied from almost a complete scratch ration to almost a complete mash ration. Feed cost, egg yields, low prices of eggs, etc. were factors considered in the discussion. At the time of this study, it was learned that a

college station was experimenting with an all-scratch ration with some very interesting results as compared with the more common mash-scratch ration.

2. The monthly project practice records greatly stimulate the student's interest in project planning. The boy soon comes to see clearly how project planning is not something to be done in a half-hearted manner and then forgotten. These monthly practice records just naturally involve a review and criticism of the original project plans; they cause the boy to see the weak points in them, and create interest in making necessary changes in plans.

This constant checking-up on project practices and results from month to month helps the boy to realize that careful, thoughtful planning determines satisfactory project results. In time then, he comes to look upon project planning as an individual necessity in the success of his project and not something imposed by the teacher as a requirement.

3. The monthly project practice records and related study are also valuable aids to the teacher in project supervision. First of all, they serve to test and measure his efficiency in project supervision. This continuous re-

### MONTHLY PROJECT PRACTICE RECORD IN EGG PRODUCTION

Name of Pupil	Project started	19	Project completed	19
ITEMS	September	October	November	December
1. Average size of flock.....				
2. Average number hens.....				
3. Average number pullets.....				
4. Total egg production.....				
5. Average egg production per day...				
6. Average per cent egg production..				
7. Pounds feed fed:				
1. Mash.....				
2. Scratch.....				
3. Skim milk.....				
4. Green feed.....				
8. Amount and kinds of feed purchased.....				
9. Feed cost per dozen.....				
10. Total man hours.....				
11. Hours pupil's labor.....				
12. Total number chickens culled.....				
13. Number pullets culled.....				
14. Number hens culled.....				
15. Total number died.....				
16. Number pullets died.....				
17. Number hens died.....				
18. Diseases and number deaths resulting from each disease.....				
19. Diseases lowering production.....				
20. Litter; times removed, where disposed of.....				
21. Droppings; times removed, where disposed of.....				
22. Where eggs marketed.....				
23. Per cent of eggs classed as (1) extras (2) firsts, etc.....				
24. Average price per dozen.....				

port and review of project results and practices makes him conscious of any pronounced weakness in his project supervision program. Hence, for both the student and teacher, problems and weaknesses discovered in class are soon reflected in better project supervision on the pupil's home farm.

Many teachers, the country over, are making use of weekly and monthly "round-ups", especially for the study of project results and practices. Observations show that time is frequently wasted in these "round-ups" because of unorganized and haphazard procedures followed. It is believed that monthly practice records will help to systematize these project "round-up" periods.

### Financial Advice

C. M. Hatland, Instructor in  
Vocational Agriculture,  
Walnut, Illinois

WE ARE teachers part of the time, and it seems that we are advisers most of the time. Some things I find good to know about each student are: Is father's credit good at the bank? Is student on rented, or owned farm? If on a rented farm, is the father a short or long-tenure farmer? Try to find out previous experiences and successes. Is father or mother interested in school work? What is capacity or capability of student? Is he interested in agriculture? Is he over-willing and one who takes on everything but seldom does well? Is student slow and does he respond to encouragement and help?

Too often we promote quantity of work and not quality. We must, therefore, follow up our teaching with individual advice. When any of our projects have stood the test of the financial crisis over a number of years without a bankruptcy, we can be complimented. I know that one year's experience with some beef calves gave me a lesson in financial credit. After we had the calves on the farm, the banker said the father's credit on three calves was no good. I had to sign the notes. Strange as it is, poor credit and poor projects are associated. Those three calves were the poorest fed and brought the lowest price of all our beef calves that year. Since then I talk to the bankers first and not afterwards. Those three calf projects were a failure to me because I did not teach and advise individually. I had numbers in mind.

### Project Accounting

(Taken from the 1932 Annual Conference  
Report of Idaho)

Some of the reasons for errors and omissions in project summaries are due to: (1) incomplete project records, (2) failure to make summary immediately after the project is completed, (3) lack of knowledge as to what should be included in the summary, (4) carelessness in checking accuracy of entries, (5) errors made in re-copying completed summaries, (6) a misunderstanding by the teachers as to how certain types of records should be summarized, and (7) lack of organization in making and checking the summary.

To serve as a basis for conference discussion, tentative check lists of in-

structions for making project summaries for all of the major enterprises were prepared prior to the meetings. These lists were considered, discussed, and revised by the group as a whole. In revising the lists, many of the problems and difficulties in project accounting were brought to light.

No definite decision was reached as to the best method for using the check lists, but at least three methods were suggested. Each of these methods will be used by a part of the teachers this school year, and the merits of each will be determined. The methods suggested were:

1. Give check list to boy when he starts to make the summary.
2. Let boy attempt a first copy of his summary, and then give him the list as a guide for determining the accuracy and completeness of his work.
3. Give completed summary, together with list, to some other boy to check.

It was further suggested that the teachers use the lists as a guide for making a check on the final copy of the summary.

A copy of part of one of the check lists referred to follows. It is possible that a complete set of the 10 check lists may be secured by writing Mr. Wm. Kerr, Director of Vocational Education, Boise, Idaho.

[The editor realizes that there is much variation in project record books and that a check list, to be meaningful, must be in terms of the record book and summary form used. However, this check list should be suggestive in working out check lists for your summaries.]

#### CHECK LIST OR LAYING HEN PROJECT SUMMARIES

1. Are all dates correct?
2. Does "Kind and Size of Project" show number of pullets, number of hens, and breed?
3. Does the "Total Yield" indicate the number of eggs actually produced?
4. Does "Shrinkage or Loss" show number of pullets and number of hens that died or were lost otherwise? Also eggs lost and roosters lost (if any in project)?
5. Does "Sales and Receipts" show the number of dozens of eggs sold and total value? Does it also show separately the number and value of pullets, hens, and roosters sold?
6. Does "Products Consumed at Home" show separately the number and value of pullets, hens, and roosters used? Also dozens and value of eggs used?
7. Does "Closing Inventory" show separately the number and value of original pullets, hens, and roosters on hand at close of project? Does it show the number of pounds and value of each kind of feed on hand that has been charged? Does it include equipment shown in "Beginning Inventory" or under "Additional Investment" still on hand at close of project?
8. Does "Total Yield" check with "Shrinkage or Loss," "Sales," "Products Consumed at Home," and "Closing Inventory"?
9. Has the "Total Credits" column been added correctly?
10. Does the project show a profit or

loss—have you marked out the right word and used a plus or minus sign?

11. Has labor been divided into feeding, fixing equipment, cleaning house, treating for pests, culling, and marketing?
12. Are all labor columns added correctly?
13. Are all multiplications in the labor columns correct?
14. Has use of buildings been taken care of?
15. Has "Interest on Investment" been figured for the actual time the money was invested?
16. Does "Additional Investments" include any stock or permanent equipment purchased after the "Beginning Inventory" was made? Has number and value of each kind of stock purchased been given?
17. Does "Beginning Inventory" include separately the number and value of pullets, hens, and roosters on hand at beginning of project? Does it also include equipment?
18. Does "Other Debits" include separately the number of pounds and value of each kind of feed, range, etc.
19. Is the "Total Project Debits" column added correctly?
20. Are all multiplications, additions, and divisions correctly done?

### Vocational Student's Long- Time Program

W. H. ANDERSON,  
Instructor in Vocational Agriculture,  
Wellington, Nevada

THE most important decision a boy should make when he enrolls in vocational agriculture is, what will it mean to me four years from now when I complete high school? It is a responsibility of the teacher to help him answer this question. The boy must be directed to choose wisely in the beginning, in order that he may be fairly well established in some type of farming at the end of four years of his high school work, or that he should have enough money saved or invested from his project work to enable him to continue his education.

An illustration of an actual case will serve to show how this worked out.

Robert Hall of Wellington, Nevada, entered high school in 1928 and enrolled in vocational agriculture. The following is Robert's long-time program:

1928-1929

Entered high school; raised 125 turkeys.

1929-1930

Raised 225 turkeys, 1 cow, and 2 sows and litter.

1930-1931

Raised 545 turkeys and 2 heifers.

1931-1932

1000 poult and 2 cows.

Robert's labor income from project work was \$1703 during the first three years. The figure for 1931-1932 is not yet available. In addition, he has built two brooder houses 14x18 feet. Robert graduated from the Smith Valley High School at Wellington last spring and is now fairly well established as a commercial turkey raiser.



# Future Farmers of America



## Youth Completes Studies as Schoolmates Aid with Work on Tragedy-Stricken Farm

**N**ETHER the ideals nor ideas of modern youth are to be defeated.

This was evidenced this fall when a class of boys in the Lynchburg, Ohio, high school merged their working power and snatched victory from the grasp of destruction.

During the regular farm planting season, Edward Hubbard and his father planted their crops on the 165-acre farm that they called home.

A short time later death claimed the father and bread-winner of the family.

The burden of operating the farm then fell on the boy. Throughout the summer months he arose at dawn, and often was unable to complete his chores until after nightfall. Recreation automatically was erased from his life, and in its place was substituted arduous hours of hard work.

Young Hubbard, who is president of the Lynchburg chapter of the Future Farmers of America, true to the tradition of that organization, didn't complain.

An all-American boy, fired with the inspiration of providing a livelihood for other members of the family, he drove forward with all the fire and might in his system.

A senior in high school, he quite naturally was desirous of continuing his studies, but when the first bell rang on the opening day, he was still out in the fields "carrying on," just as his father might have done had fate not decreed otherwise.

The weeks dragged on, with every minute taken up with the management of the farm and its attendant problems. Frequently, during the late afternoon and evenings, young Hubbard's school chums would drop in to chat with him.

Repeatedly he expressed his desire to complete his education. But, another grim quirk of fate put in its appearance. His corn had been shocked, but had not been husked and stored in the silo.

Finally, the matter became a matter of discussion in the classroom at school. Everyone wanted to help their less fortunate chum, when M. W. Wallace, vocational agriculture instructor in the school, suggested that they all "chip in" and help.

This met with instant approval, and on the designated morning the group of boys, all members of the F. F. A. chapter, sprang a surprise party at the Hubbard home. They went into the fields, husked and stored away 400 bushels of corn during the day.

With this mammoth task completed, young Hubbard's worries were materi-

ally lightened, and he is now able to return to his studies.

So, when the class at the Lynchburg high school files by to receive diplomas on graduation day, Hubbard will be there with his chums, thankful for the opportunity made possible for him by those boys with whom he became associated in his school and club work.

And, so again, the slogan of the F. F. A., that of "leadership, thrift, scholarship, and farming ability," has rung the bell.

## Why an F. F. A. Chapter?

1. Meets a demand and opportunity offered in no better place in vocational program.
2. Affords opportunity for development and testing cooperative ability, leadership, initiative, and responsibility.
3. Gives place for a little fun in vocational program that may be entirely lacking or may dominate the entire program unless some such provision is made for it.

What activities should each chapter engage in? This will depend on local situations, on teachers, and their teaching program.

In planning F. F. A. activities, we must keep the boys' desires, needs, and development in mind, and the program will vary with the type of boys in the organization as well as the type of teacher in charge.

In the main, F. F. A. activities should provide for:

1. Clean, whole-hearted fun.
2. Training in group conduct.
3. Development of a feeling of obligation toward others and the observance of rights of others.
4. Creation of respect and honor for work.
5. Encouraging of thrift, moderate living, and a deeper appreciation of real values.
6. Atmosphere and philosophy that will result in the boy's feeling a deeper appreciation of his home and his responsibilities at home, along with a desire for improvement.
7. Broader understanding of agriculture and its problems, of life and its problems.

What are some things advisers can do to bring these about?

1. Provide for regular meetings and meeting place, with least possible interference with the boys' other work and activities, at least once a month.
2. Put boys forward and in the harness of responsibilities and keep themselves in the background as much as possible.

(Continued on page 128)

## Honoring Friends of Future Farmers — Oklahoma Future Farmers Show Appreciation

**R.** D. Maltby, Southern Regional Agent, writes as follows about district F. F. A. banquets, held in Oklahoma honoring representatives in Congress:

"I have had the pleasure of attending two banquets during the past two nights honoring representatives in Congress from Oklahoma. These banquets are fostered by the State Association of the Future Farmers of America, and those representatives in Congress who were active in the support of recent legislation were awarded the honorary state key.

"The banquet represents, usually, the departments within the congressional district, from which representatives of chapters come to some central point. The program has consisted of an opening and closing ceremony by one of the local chapters, aims and accomplishments of a chapter by one of the reporters, a short talk by a father of one of the boys, a presentation speech by a representative of the state association, and an acceptance speech by the recipient of the honor. This program, of course, was interspersed by music. The philosophy lying back of the banquet program was to give the boys—the Future Farmers—an opportunity to demonstrate their ability to serve in leadership work and, at the same time, to give the representative a cross-section view of the program in vocational education in agriculture.

"These banquets have been exceptionally fine, and, I believe, have been a real expression of appreciation by teachers and boys for the help these representatives gave the program last spring. They have also the other value of enlightening the representative on the program in vocational education. Included as guests at the banquets were other men of prominence and leaders both in the state and local communities.

"I might also say that the banquets have been sponsored largely by the district organizations of the Future Farmers chapters which in this case are about as represented by the same areas as the congressional districts. I am calling this to your attention because I am satisfied that Oklahoma will experience no trouble whatsoever by their representatives in Congress in regard to future legislation."—Texas News Letter.

Sanger chapter, California, has purchased a Duroc boar to head up the sows owned by chapter members, out of the chapter treasury.



# Ways in which Chapters Make Money

## A Chapter in Massachusetts

THE Essex F. F. A. Chapter, at the Essex County Agricultural School, Hathorne, Massachusetts, has a list of worthwhile, profit-making activities to its credit that not only place money in the chapter treasury, but are good business training for the members. Below are listed a few of these activities:

The chapter operates a gasoline stand, the members selling gasoline to

Knowing that many chapters are interested in making money, the editor has attempted to bring together on this page some of the many ways used in various parts of the country. Your chapter should find a suggestion here. —Editor.

More money was made this year than for several years.

A short play was given by each agri-

beginning of the year the initial stock was purchased on the credit. The store was able to pay this bill in less than 30 days, and save a 2 per cent discount.

The chief activity at present in the Apple Grove Chapter is the work being done on a play, "Safety First," a comedy in three acts. The proceeds are to go to the local chapter.

## From West Virginia

A West Virginia report states that the boys in the West Milford chapter sold \$20 worth of plants from their hot bed last spring. They also made two-ounce packages of copper sulphate, and sold them for 8 cents wholesale and 10 cents retail.

## California Chapters

Fortuna has a novel method of making it possible for members to pay their dollar dues. The Future Farmers are permitted to bring in produce which is bought by the school cafeteria. This makes it possible for many boys to contribute their share, otherwise hard to obtain.

Upper Lake students wanted enough money to take several boys to the South San Francisco Livestock show. They didn't say "We can't." Instead the chapter staged a carnival, made shooting gallery, "hit the cats," "balloon bust" and candy booths in the shop, and cleared a good profit.

Football games spell profits for the Susanville chapter, which sells soft drinks, hamburgers, and hot dogs during the grid contests . . . A thrift bank has been started and deposits made. .

Colusa students voted to include the magazine in the chapter dues and to give a 25-cent dance to help pay into the treasury. Election of a "Miss Future Farmer" to be crowned by President Forrest Beckley the night of the dance, was also voted.

Susanville chapter is one of many which conducts candy sales at the school and a food sales booth at athletic contests.

Cooperation works both ways at Hamilton City. Members of the chapter prune a grape vineyard and in return get cuttings which are set out in the school nursery and taken home the following year. For pruning another



*Gasoline Stand Operated by the Essex (Massachusetts) Chapter*

students and instructors at reduced prices, thus reducing the gas and oil expenses of the boys who travel from their homes to the school, and placing money in the chapter treasury. The total gas and oil sales last year were \$1,107.

The chapter also operates a roadside stand from which farm products are sold. This gives the boys an opportunity to sell some of their own products at good prices. The sales at the stand last year totaled \$2,376.

Another sales project is the selling of ice cream during the noon hour. The total profits from ice cream sales last year were \$206.

At the Essex County Fair every year the Essex Chapter operates a fruit stand. This gives the boys a good chance to advertise the F. F. A. and to make a good profit for their organization.

Another money-making activity of the chapter is the operation of a check room for the Alumni Dance. This gives the alumni a chance to help out the finances of the F. F. A.

## From Old Virginia

ON October 28, the Whaleyville Future Farmers gave their annual minstrel, assisted by the teachers. An old-fashioned square dance was held in the gymnasium after the minstrel. Due to the so-called depression, admission to the minstrel was put at two adults for 25c, and three children for 25c. Adults and children were all charged 10c admission for the dance, whether dancing or not. The instructor and some of the farmers led off the first set in the square dance. Over \$50 was taken in.

culture class, interspersed with songs and jokes. The audience was loud in their encores, indicating the boys had put on some of the best acting in the seven years the minstrels have been given.

The Dickinson Memorial Chapter is renting an acre of land for the purpose of raising money to help finance the F. F. A. Chapter.

Some businesses may be feeling the depression but not the Amherst, F. F. A. Store. The boys have adopted the slogan, "Small Stock and Quick Turnovers." They are evidently living up to the slogan because they report gross sales well over \$100, with a net profit of approximately \$35. All sales are for cash. By stocking a small amount of goods, they are able to keep their inventory down, and at the same time check up on the articles that move the best. The store handles candy, pencils, paper, and notebooks.

With only \$1.20 in the bank at the



*Roadside Stand Operated by the Essex (Massachusetts) Chapter*

fruit orchard the boys get young trees, seeds, and strawberry plants.

Point Arena students are another group with ideas for raising money for the chapter treasury. The boys held a grape sale for this purpose.

"Candy and peanut stand doing a fine business," reports the Ceres chapter.

Purchase of a hammer mill to grind feed for livestock and poultry has been authorized by the Anderson chapter. . . . The annual Future Farmer ball grossed \$110 and is expected to net the treasury about \$40.

Saving of about 15 per cent in feed costs has been effected by Lodi members who bought three tons of barley from one of the Future Farmers and had it rolled and distributed to project operators. The chapter has a treasury balance of \$170, and expects to add \$125 by the sale of "hot dogs" at football games.

Back to good times. . . . Orland chapter put on a 25-cent dinner at the annual Colusa-Glenn county dairy day, and made money doing it.

### Paying Delegates' Expenses

THE Clarksville, Georgia, F. F. A. Chapter, which has a membership of 40 farm boys, is clearing \$2 each week from the sale of candy. This candy is bought fresh from the salesmen by a committee of two boys appointed by the adviser. The profit is put into the F. F. A. treasury to pay the expenses of delegates to the state convention.

### North Dakota

DAVID Lloyd Chapter, LaMoure, raised \$18 for their treasury through a popcorn stand run at the fair. The machine was secured from our local confectionary on commission. The Future Farmers had a booth at the fair, showing some of the activities of the department.

### Montana Chapter Makes Turkey Boxes

THE Gallatin chapter, Bozeman, Montana, has been able to swell its treasury by making turkey boxes for the local cooperative shipping association and by acting as ushers at the county fair. These two activities usually return \$20 net to the local group.

### Why an F. F. A. Chapter?

(Continued from page 126)

3. Insist that officers learn their ritual and use it at all meetings.
4. Follow qualifications set up in Manual.
5. Try to have all second-year boys qualify for second degree.
6. Hold Green Hand and Future Farmer initiation once a year.
7. Use correct parliamentary procedure at meetings.
8. Honor the F. F. A. pin by wearing it.
9. Plan some recreation, and obtain facilities for it.
10. Assign boys topics for talks along lines of thought desired to develop.
11. Above all, don't be an adviser in words but in deeds and examples.

—E. I. Chilcott,  
Kansas F. F. A. News Letter

## Give Them a Chance (Winning Speech in Public Speaking Contest in Kansas City)

(Continued from page 119)

was his condition that he scarcely noticed when bankruptcies on the farm increased 470 per cent. The farmer had reached the limit of endurance with such a system, but he himself was much to blame.

Many did not vote in local elections; they showed no interest when direction was needed at every turn. An antiquated tax system was to be their downfall, and yet they did not act. Local bonds and general expansion met with their approval, when they were already overburdened and when good judgment meant retrenchment. They simply thought to claim a future that was not their own. It did not work, and it never will.

Agricultural corporations in 1922 paid state and local taxes to the extent of 65 per cent of their profits—much more than for any other industry. Wholesale trade paid 16 per cent, and manufacturers less than 14 per cent. The disparity was crushing. The chief cause for this discrimination was that farmers' taxes were levied upon real estate and personal property, which cannot be hidden from the assessor nor removed to another tax jurisdiction.

The improvements on the farms were sporadic, few, and widely separated. The general trend of the farmer's condition was down. His struggle to carry on was heroic. The more thrifty of his kind hung tenaciously on; his surplus was consumed, his capital dissipated; demands from outside sources became more urgent. His credit left him; his market failed him; the heavens withheld the rain; he was down. Then the Red Cross! The experience was new, and it was bitter.

After all has been said and done and from whatever angle it may be approached, it is evident that farmers are America's longest depressed, most unfairly taxed, and most poverty ridden group.

Regardless of these facts since the stock market crash of '29, czars and potentates of industry have nodded in the farmers direction. They have recognized the fact that his is not merely an industry nor a business, but it is fundamentally a public service in the national interest; that his welfare is a matter of national concern calling for wise and deliberate policies from every lawmaking body in the land. This recognition, sir, can but have meant that the world then knew that all industry must languish until thirty-one million farmers find themselves again. But relief could not be immediate. Thousands were yet to go to the city. They tired of the high cost of city life and became weary, tramping sidewalks for work that did not exist. They turned back; they are coming now while we speak. Millions have already arrived. They occupy the land again.

The facts are no longer in doubt. The farmer is not overtaxed so much as he is improperly taxed. Thought of agriculture is now a part of all business.

Public opinion is crystallized in the farmer's favor, and state legislatures are properly addressing themselves to the task of relief. Legislatures need our cooperation and support in this national cause, for national prosperity must have its rebirth, not under the domain of city factories, amidst the roar and grind of industrial life, but it must be born out on the land among the lowing kine and spring lambs, and be ushered into life by the horny handed sons of toil. The great army marching back to the land is coming, purged of old ideas and conscious of the fact that they have much less to live on than formerly, but that they have just as much as ever to live for. They now know that the real values of life are still sound and unshaken, that, although the market declined and prices went down, not one acre lost its fertility, and that the depression has not lowered the value of a single friendship. It has cost them some of the things they created, but it has robbed them of none of their power to create. They come schooled in the fires that try men's souls, bringing a new faith in God and a new courage to the soil. Give this army a chance to rebuild us.

### Future Farmer Song Now Available

"HAIL THE F. F. A.," the Future Farmer of America prize song, selected at the fourth convention by means of a nation-wide contest is now available in sheet music form.

Original words have been materially revised by W. A. Ross, National Executive Secretary of the organization, so that the song now expresses the aims and ideals of the Future Farmers who sing it. The original music as written by Ralph Sarager has not been altered.

The song is copyrighted by the F. F. A., but may be purchased from the French-Bray Printing Company, Homer Building, Washington, D. C. The price is 15 cents per copy or \$1.50 per dozen. Words and chorus follow:

#### "HAIL THE F. F. A."

1. Sing! Oh sing a song of action!  
Sing the song of F. F. A.  
Hail! Oh hail the Future Farmers,  
Learners of the better way.  
With our faith in agriculture  
And our love of country life,  
We will work together daily,  
One in purpose, free from strife.
- Chorus  
Let the cities rise in splendor,  
Let the factory workers toil.  
We're the lads who turn the furrow  
And our faith is in the soil.  
We are building, ever building,  
For a brighter farming day,  
Future leaders of a nation,  
Hail!: Oh hail, the F. F. A.
2. Sing! Oh sing a song of service!  
Sing the song of F. F. A.  
Hail! Oh hail the Future Farmers  
Leaders trained to point the way.  
Living, learning, earning, serving  
With a heart and vision true,  
In our work and recreation,  
We are helping others too.
3. Sing! Oh sing a song of progress  
Sing the song of F. F. A.  
Hail! Oh hail the Future Farmers.  
Builders of a better day.  
By our study, thrift and labor,  
With our pride in work well done,  
We will honor our vocation,  
In the days that are to come.

